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Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, September 25, 2012

Arts & Sciences Academic Affairs Committee

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Academic Affairs Committee

Meeting Minutes
September 25, 2012

Opening:

The regular meeting of the Academic Affairs Committee was called to order at 12:31 pm on September 25, 2012 in the MLS Classroom CSS 167 by Claire Strom.

Present:

Claire Strom, Jana Mathews, Susan Walsh, Pedro Bernal, Maria Ruiz, Jennifer Cavanaugh, Martina Vidovic, Wenxian Zhang, Lito Valdivia (student rep), Jennifer Nilson (student rep)

Visitors: Holly Pohlig, Robert Vander Poppen, Michael Gunter, Sharon Lusk

A. Minutes

Minutes from 9/18/12 were approved.

B. Changes to the International Relations Major - Approved

Mike Gunter proposed a few changes to the IR major:

1. Update the wording for the major description on the major map.
2. Updated list of currently offered courses for the major map
3. Collapse of the History and Culture categories into one...but stipulate that students must take at least two courses which focus on developing world. This essentially avoids confusion amongst students that failed to read the map more closely beyond the titles of history and culture and gives students more options in terms of courses they may take to fulfill the major.
4. Add international experience component, which can be met by
 - a. Study Abroad
 - b. Field Study Abroad
 - c. Internship or other employment with an international focus
 - d. being an international student

International Relations is a large interdisciplinary major spanning five departments, and these changes would not affect the number of courses. Successful completion of the international

experience component would be assessed by a student-written essay on their experience. The faculty in this major had debated whether to increase the foreign language requirement for the major but ultimately decided that may deter majors, especially since many IR majors are double majors. The significant change is to address the confusion about the history and culture classes that fall into the category of a developing nation. Thus far, this has been resolved through advising. Claire and Jenny suggested that Mike work with Robin Mateo to try to put an official designation for these courses in the course catalog or as an addition to the course number. Senior audits have been difficult since students are working among so many departments, but Robert suggested that DegreeWorks should make this process easier. In addition, Jenny suggested that Mae Fitchett could assist and that perhaps there could be an official advising meeting in the spring of the students' junior year to clear up any student uncertainties about the major.

C. Changes to Archeology Minor - Approved

Robert Vander Poppen proposed revisions to the Archeology minor. Rollins was one of the first colleges to have an Archeology minor, but it was originally developed to only utilize pre-existing courses. The revisions to the minor would make for a more rigorous program by including methodological courses, geography surveys, and question-oriented coursework. This would incorporate new approaches and better prepare students for graduate work in this field. All courses would double-count toward a student's major with the shortest route being 3 additional courses beyond an Anthropology major. Together with Jonathan F. Walz and the Anthropology department, Robert has already worked out a five-year plan to allow all courses to still run even while faculty involved are on sabbatical. There are no hidden pre-requisites. This year, there are 9 minors, and last year, there were 12. If there is significant growth in the program (300%), this may require a new faculty member. Robert said that right now, there is enough flexibility in the electives, that new hires are not necessary. Maria asked why field studies are not a part of the map, and Robert replied that they are still building that portion of the program. Currently, there are field studies to Pompeii and Tanzania, but neither he nor Jonathan Walz have the expertise to do local work, such as that on Shell Island. Minors are certainly encouraged to participate in these experiences, but it is unlikely that they can require it with the resources available; hiring an adjunct for a minor is not feasible.

D. Minimum GPA to Graduate with a Minor Set to 2.0 - Approved

This year, the question of a minimum GPA for a minor arose. A student filled out her senior audit, but she only has a 1.2 in her minor. Jenny stated that though faculty may have assumed that the minimum requirement for a minor would be equivalent to the minimum GPA in the major (2.0), there is nothing in the catalog that formally states this. Lito clarified by suggesting that you could nearly fail every class and yet still get a minor. Maria mentioned that not having a minor GPA requirement may be difficult for someone who is already struggling to maintain her GPA and that having a minimum may encourage students to drop their minors and focus instead on succeeding in their major. Lito asked if the minor GPA requirement should be higher than the major GPA requirement, but Claire thought that might discourage students from trying minors. Jenny suggested that consistency is a good thing if we set the minimum at the same standard as the major.

E. Other Business

The Provost has asked AAC to consider dropping the credit load from 140 hours to 128 hours. The Curriculum Review Committee has found that this will put us in line with most peer and aspirant institutions.

As we reduce the General Education Requirements to 5 courses instead of 8, we may also drop at least one class of the PE requirement. Jenny suggested that we double-check that this will still fulfill the SACS standards before making changes. Claire has compared data with 10 other schools, and none require as much PE as we do. Additionally, many of our PE classes are taught by adjuncts.

Claire asked that PSC, rather than AAC, decide what is meant by a 5+1 faculty load. Since this directly deals with faculty load, she thinks PSC should work out the details to define this and that AAC's role should focus on ensuring that the 5+1 is achievable within the realm of the curriculum. The 5+1 may make it easier to reduce the credit hours to 128. Pedro acknowledged the problem of the science faculty typically teaching a 2+2 where all of the classes are 6 credits because of labs will make a 5+1 a strange situation. Claire stated that PSC was aware of this problem. AAC agreed that this should be an issue for PSC.

F. Next week's agenda

- 1) Approve minutes of last meeting
- 2) Cross college majors (10/2)
- 3) Jewish studies minor in Holt (10/16)

Adjournment:

The meeting was adjourned at 1:13 pm by Claire Strom. The next general meeting will be at 12:30 pm October 2, 2012 in the MLS Classroom CSS 167.

Minutes submitted by

Susan Walsh

Approved by

September 2012

Updated IR Major - 2012

Dear AAC:

Following up on a May 2012 meeting amongst IR faculty, we hope to update the IR major with four basic changes this academic year.

The primary reason for this is student need. Students, at times, are confused about which Anthropology and History courses count in which subsection of IR, and some faculty have expressed frustration that students are not adequately prepared to take their 300-level courses. We believe this proposed update solves both of those problems by creating more options for our students in terms of eligible courses, while changing very little of the original intent of the major, that students take courses that focus on both the developed and developing world.

We also want to encourage experiential learning and propose adding a study abroad/field study/internship component, noted below.

The current catalogue description for the IR Major, effective as of Fall 2009, is found here: http://www.rollins.edu/catalogue/curriculum/international_relations.html Specific proposed changes are:

1. Update the wording for the major description on the major map.
2. Updated list of currently offered courses for the major map
3. Collapse of the History and Culture categories into one...but stipulate that students must take at least two courses which focus on developing world. This essentially avoids confusion amongst students that failed to read the map more closely beyond the titles of history and culture and gives students more options in terms of courses they may take to fulfill the major.
4. Add international experience component, which can be met by
 - a. Study Abroad
 - b. Field Study Abroad
 - c. Internship or other employment with an international focus

Thanks for your time and consideration of this proposal. I look forward to our discussion next week.

Sincerely, Mike Gunter

PS: More details in terms of the major description , specific course lists, and international experience are detailed below:

1. Update to Major Description:

The international relations major asks questions about security, diplomacy, and power relations among nation-states as well as non-state actors; the nature of political life in other societies; the development of economic relationships within and between states; the historical and cultural origins of American, European, Asian, Latin American, and African countries; and requires proficiency in foreign language. International Relations majors typically graduate to careers in the foreign service, public and private sector international organizations, or graduate and professional school.

Majors complete fourteen courses in the four different academic categories of political science, history and culture, economics, and modern languages, at least half of which must be at the 300-400 level. There are four required core courses (POL 130, POL 453, ECO 202, and ECO 203) of which POL 453 is the capstone taken during the last year of study. While we encourage study abroad a maximum of five transfer courses will be counted toward the major, and no more than two transfer courses will be accepted in a single academic category for the major.

Finally, students must complete an international experiential learning component for the major. This requirement is fulfilled with Rollins College or other approved study-abroad programs, shorter field study trips attached to regular Rollins curriculum, study in an internationally-related program at American University in Washington, D.C., or a pre-approved internship or employment with an international focus.

2 & 3. A composite list of courses for the major follows below:

POL

POL 100 Intro to Comparative Politics
POL 130 Intro to International Politics

POL 223 Power and Principle: The United Nations

POL 301: Revolutions
POL 302 Politics of Global Poverty (formerly Politics in the Third World)
POL 304 Middle East Politics
POL 305-A: Topic: Global Democratization
POL 306 Muslims in Western Politics
POL 307 Islam and Politics
POL 312: Problems of Latin America
POL 313 East European Development
POL 315-V: Topic: Brazil's Pol & Eco Dev (Spring 2013)
POL 317: U.S.-Latin America Relations
POL 319/SHA 350 US-China Relations
POL 321 Latin American Politics
POL 323 Global Environmental Affairs

POL 330 Peace and Conflict
POL 331 International Political Economy
POL 332 Human Rights
POL 333 Case Studies in Sustainable Development
POL 334 The Political Economy of Japan
POL 351 International Security
POL 353 Foreign Policy of the US
POL 354 International Organization
POL 358 European Government and Politics
POL 370 Comparative Modern Ideologies
POL 384 East Asian Politics
POL 385 Politics in China (SHA 385)

POL 422: Seminar in Comparative Politics

POL 453 Seminar in International Politics

Economics

ECO 204 Alternative Economic Perspectives
ECO 254 Latin American Economies
ECO 304 Intermediate Macroeconomics
ECO 310 International Finance
ECO 325 Distribution of Wealth and Income
ECO 327 Comparative Economic Systems
ECO 331 Gender and Globalization
ECO 351 Economic Development
ECO 370 Economics of Piracy
ECO 407 International Finance
ECO 442 History of Economic Thought
INB 311 Asian Business Environment
INB 340 Globalization and Gender
SHA 315/INB 314 Chinese Business & Economic Development

300 level: Latin American Econ Development (pending approval)

300 level: Gender Issues in Latin American Economic Development (pending approval)

History & Culture: At least two of which must focus on the developing world.

ANT 201 Cultures of the Caribbean
ANT 205 Asian Film and Culture (no course number assigned yet: still a Topics class)
ANT 252 Cultures of China
ANT 255 Middle East Culture
ANT 277 Women and Gender in the Middle East and North Africa
ANT 302 The Maya
ANT 305 Murder, Memory, and Maya (no course number assigned yet: still a Topics class)
ANT 319 Anthropology of Globalization

ANT 345 Brazilian Amazon
ANT 361 Anthropology and the Environment
ANT 365 The Real and the Supernatural in Latin America

HIS 113 Modern Europe 1500-1815
HIS 120 Decade of Decision
HIS 142 US to 1877
HIS 143 US Since 1877
HIS 261: Modern China
HIS 263 East Asia in Modern Times
HIS 265 Topics in History: Intro to Latin American History
HIS 346: U.S. Since 1945
HIS 350 US-China Relations
HIS 365 Topics in Latin America
HIS 375: Aspects of War

LAC 200 Latin America Culture and Society
LAC 305 Topics in LACA
LAC 400 Seminar in Latin American & Caribbean Studies

Finally, there are a number of modern languages courses taught in English which may count in this section, pending faculty

approval: http://www.rollins.edu/catalogue/curriculum/modern_languages_and_literatures.html

EUR 120/320 The European Union: A Cultural Evolution: Examines development of the European Union from the Treaty of Rome in 1957, to the Treaty of Nice in 2001. Explores institutions, focusing on various cultural aspects that have been integrated into the Union.
Prerequisite for EUR 320 only: a 300-level course in French, German, or Spanish.

FRN 242 Imaginary Voyages in French Prose Fiction: Investigates genre's polemic. Concentrates on utopian motif, characterization of non-Europeans, and changing social, political and philosophical concepts presented by French authors from Middle Ages to present -- Chretien de Troyes, Rabelais, Voltaire, Verne, Celine, Butor, and Tournier.

GMN 221 Germany Today: East Meets West: Examines German society in 20th century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural scene.

GMN 241 There's No Place Like Home: Contrasts German ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in folk tales, novels, and films.

GMN 252 Looking Back at the Third Reich: Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums.

LIT 231 Survey of German Literature I: Spotlights specific themes in German literature such as *Madness and Evil* or *Germans and Jews*. Students read works in English.

LIT 243 19th- and 20th-Century French Novel: Examines the major literary trends and ideas of the 19th and 20th centuries as defined by the classic works by Hugo, Flaubert, Zola, Proust, Gide, and Camus through novels and films. Novels in translation, films subtitled.

LIT 251 Fiction into Film: Explores the relationship between some key works of German literature/biography and their film versions. Students read works in English.

RSN 220 The Rise of Russia: From Its Beginnings to the First World War: Surveys political, social, economic, and intellectual forces which shaped Russia. Touches upon origins of Kievan state, Christianization of Russia, Mongol invasion and occupation, rise of monasticism, formation of strong centralized state, Napoleon's invasion of Russia, reign of Nicholas I and the Crimean War, emancipation of serfs, first revolution, and Russia's involvement in WWI.

RSN 221 Introduction to Russian Culture: Reviews selected achievements of Russian culture from inception through the early 20th century. Topics include principles of Russian medieval painting and architecture, iconography, Russian baroque and neoclassical architecture, Russian folklore (including Propp's theory of fairy tales), 19th-century Russian realist painting, and Russian avant-garde art.

RSN 222 History of Russian Painting: Surveys 700 years of icons, frescoes, and mosaics; neoclassical and romantic painting; realist art; Russian avant-garde; and contemporary developments. Discusses artistic developments in other countries to demonstrate influences, borrowings, and original contributions of Russian artists.

RSN 227 Russian Folklore through Film: Examines fairy and folk tales, heroic epic, mythology, folk architecture, and lacquer painting for insight into customs, beliefs, and the "Russian Soul."

RSN 234 Russia in the Movies: Examines movies from and about Russia, analyzing their historical, political, economic, and cultural background and discussing the issues which seem to be of utmost importance not only to the rapidly transforming Russian society, but also to every democratic country in the world.

RSN 241 Masterpieces of 19th-Century Russian Prose in Translation: Studies selected 19th-century Russian short stories and novels with emphasis on the intrinsic values of the works and their importance to the development of Russian and world fiction.

RSN 242 Masterpieces of 20th-Century Russian Prose in Translation: Highlights literary devices, experimentation, stylistic and compositional innovations, and importance of works by Babel, Bulgakov, Zamyatin, Olesha, Fedin, Sokolov, Nabokov, and Solzhenitsyn.

SPN 242 Masters of Latin American Fiction: Analyzes writing by Amado (Brazil), Vargas Llosa (Peru), Fuentes (Mexico), Allende (Chile), Borges (Argentina), and Garcia Marquez (Columbia). Places works in sociohistorical context.

4. International Experience

IR majors are required to have an international experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins field study course, (c) experience as an international student studying in the United States, (d) internationally related internship or employment here in the United States, (e), or by extensive experience living or working abroad at age 16 or older. Students should document their international experience, including dates, location, activities, etc., provide supporting evidence of overseas travel from a copy of entry/exit stamps from their passport, and write a 600 to 750-word essay describing how their overseas experience has helped them to cope with, deal with, and appreciate another culture.

ARCHAEOLOGY MINOR REVISIONS

We (Prof. Robert E. Vander Poppen, *Art and Art History*; Prof. Jonathan R. Walz, *Anthropology*) propose the following curricular changes in the Archaeology Minor to the College of Arts and Sciences Academic Affairs Committee for consideration with the approval of the faculties of the Departments of Art and Art History, Anthropology, and the Program in Classical Studies.

Rationale

The current Archaeology Minor represents a selective and outdated curriculum that is in dire need of replacement. The present curriculum largely reflects the interests of faculty members who are no longer present at Rollins College, and which was designed to impose the least amount of stress on the home departments of these faculty members rather than reflecting disciplinary standards. The proposed structure brings Rollins Archaeology Minor to the forefront of best practices in the discipline, and is an attempt to better serve a constituency of minors that has grown 300% since the hiring of the current faculty members. The new changes focus on clarifying the nature of the content within the classes contained within the minor, as well as de-emphasizing the heavy Western bias present in the current curriculum. The new Minor Map reflects a desire to ensure that students obtain a solid background in disciplinary methodology, while at the same time exposing them to in-depth treatments of the archaeology of at least two major world regions. Students will also receive exposure to problem oriented archaeological enquiry through the 300 level courses. The new courses proposed are, for the most part, the formalization of a number of topics courses that reflect the specialties of the new Archaeology Faculty (both hired as Tenure-Track in Fall of 2010). Without exception, all of the proposed courses within the curriculum will cross-count towards ANT, ARH, or CLS majors/minors and should support enrollment numbers.

Contents

- New Minor Map (reflecting proposed changes to Curriculum)
- Core Course Descriptions

DRAFT ARCHAEOLOGY MINOR MAP

SEVEN COURSES: two (2) core, two (2) geographical & three (3) electives

Core Courses (required)

ANT 228 Introduction to World Archaeology

Yearly: Walz

ANT 323 Archaeological Field Methods and Research Design

Yearly: Walz; Prerequisites: one (1) archaeology course or ANT 210

Geographical Courses [two (2) of seven (7); at least one (1) Western & one (1) Non-Western]

ANT 231 Topics in Regional Archaeology

Based on demand

ANT 232 Archaeology of Africa

Tri-annually (alternate years w/Indian Ocean and South Asian): Walz; GenEd C

ANT 233 Indian Ocean in Antiquity

Tri-annually (alternate years w/African and South Asian): Walz; GenEd C

ANT 234 Archaeology of South Asia

Tri-annually (alternate years w/ African Archaeology and Indian Ocean): Walz; GenEd C

ARH 235 Art and Archaeology of Near East and Egypt

Tri-annually (alternate years w/Greek World and Ancient Rome): VP; GenEd C

ARH 236 Art and Archaeology of Greek World

Tri-annually (alternate years w/Near East and Egypt and Ancient Rome): VP; GenEd D

ARH 237 Art and Archaeology of Roman Empire

Tri-annually (alternate years w/Near East and Egypt and Greek World): VP; GenEd D

Elective Courses (topical / methodological) [any two (3); at least two (2) must be 300-level; one (1) elective may be satisfied with an additional geographical course; 300-level courses require one (1) previous archaeology course or permission of instructor]

ANT 207 Topics in Anthropological Archaeology

Based on demand: Walz; GenEd varies based on course content

ANT 210 Human Evolution

Yearly; Lauer

ANT 215 Human Ecology

Yearly; Berry-Hamilton

ANT 229 Tools, Technology & Time

Yearly: Walz; GenEd P

ANT 307 Topics in Anthropological Archaeology

Based on demand: Walz; GenEd varies based on course content

ANT 370 Forensic Anthropology

Yearly: Lauer

ARH 335 Topics in Art & Archaeology

Based on demand: VP; GenEd varies based on course content

CLS 306 Topics in Classical Archaeology

Based on demand: VP; GenEd varies based on course content

ARCHAEOLOGY MINOR MAP CORE COURSE DESCRIPTIONS

ANT 228: Introduction to World Archaeology (was Introduction to Archaeology) examines when, where, how, and why humans and human communities developed from antiquity up to The Modern World System (1500 CE). The course introduces archaeology and archaeology's framing concepts, pre-Neolithic archaeology, and the rise of food production and civilizations. The class draws from archaeological examples scattered over 2.6 million years to investigate human societies & their behavioral and expressive variation across space and through time. **Required of Anthropology majors (was ANT323)** & Archaeology minors / suitable for non-majors.

ANT 231: Topics in Regional Archaeology explores the archaeology of a world region not covered by another course in the geographic sequence. Serves as an introduction to the material culture, history, and archaeological theory of a specific region.

ANT 323: Archaeological Field Methods and Research Design (was Foundations in Archaeology) covers archaeological field methods (survey & excavation) and the design of scientific archaeological projects. Although not its primary emphasis, the course integrates archaeological theory as it relates to research design, fieldwork, and interpretation. Class activities include reading maps, GPS use, digital map-making, survey skills, an excavation on or off the Rollins campus, field documentation, and laboratory analyses. Required of Archaeology minors / prerequisite: one archaeology course or ANT 210.

Key

- **New Minor Map Course**
- **Course Formerly Taught as Topics Course**
- **Renamed or Renumbered Course**
- **New Requirement for Anthropology Major**